**1st grade Word Work 11-12**

**Fourth Quarter**

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| **Week** | **TEKS** | **Sight Words** | **Letter/ Sound** | **Word Family** | **Digraph/Blend**  **homophone** | **Grammar** |
| 1 | 2.b, 3.h, 3.a (i-vi), 3.c(vi) | won’t, think, play, dear, don’t, clock, say, day | long a | -ai  -ain | br & cr | Prepositions/ suffix: -s |
| 2 | 2.b, 2.d, 3.h, 3.a (i-vi) | ring, late, your, may, been | vowel controlled r | -ar |  | Prepositions/ suffix: -s |
| 3 | 2.b, 2.d, 3.h, 3.a, 3,d | eat, new, came, back, same, little | vowel controlled r | -er | sh | Inflections  ed, ing |
| 4 | 2.b, 2.d, 3.h, 3.a, 3,d | see, three, work, earth, when, us | vowel controlled r | -ir | br | Inflections  ed, ing |
| 5 | 2.b, 2.d, 3.h, 3.a, 3,d | how, now, two, about, it’s, edge | vowel controlled r | -ur |  | Constructing Meaningful sentences |
| 6 | 2.b, 2.d, 3.h, 3.a, 3,d | school, which, up, him, much, long, catch | -ng | -ng  (ing, ang, ung) | sw, st, ng  (bin, been) | Constructing Meaningful sentences |
| 7 | 2.b, 2.d, 3.h, 3.a, 3,d | say, other, very, full, gave, love | dipthong /ou/ | -ow  -ou | ph, gh, dge  (to, two, too) | Paragraphs |
| 8 | 2.b, 2.d, 3.h, 3.a, 3,d | rain, or, take, three, book, call, paint | variant oo | -oo  -ool | wh, tch  (witch, which) | Paragraphs |
| 9 | 2.b, 2.d, 3.h, 3.a, 3,d | before, just, man, no, one, boy | dipthong /oi/ | -oi  -oy | br & sp | Review Writing Process |
| 10 | 2.b, 2.d, 3.h, 3.a, 3,d | oat, early, their, jump, soon, found, knew | variant  /ur/ | -ear | th, kn | Review Writing Process |
| 11 | Review all |  |  |  |  | EOY Writing sample |

**TEKS:**

1.b Identify upper & lower case letters 3.b Combine letter sounds and spelling patterns to create words

2.a Generate word families using phonograms including consonant diagraphs (blends) 3.c (i) Decode closed syllable words (CVC)

2.b Distinguish between long/short vowel sounds (cvc & cvce words) 3.c (ii) Decode open syllable words (CV) (CV-CV)

2.c Recognize change in a word by adding, changing, or removing a phoneme (run to ran) 3.c (iii) Decode final stable syllable

2.d Blend one & two syllable words including consonant diagraphs (spr) 3.c (iv) Decode VC – silent e (Vce

2.e isolate B/M/E sounds in words 3.c (v) Decode vowel dipthongs (oy, oi, ou, ow)

2.f segment 3-5 phonemes in to ind. phonemes (/s/p/l/a/t) 3.c (vi) Decode R controlled vowels (er, ir, ur, ar, or)

3.a (i) Decode single consonant letters (spalding) 3.d Decode words with common spelling patterns

3.a (ii) Decode vowel letters (spalding) 3.e Read base words with inflectional endings /tenses – (s, es, ing, ed)

3.a (iii) Consonant blends 3.f Compound words

3.a (iv) Consonant diagraphs (ch, sh, th, wh, tch, ng,ck, kn) & (\*\* dge, ph) 3.g Identify/ read contractions (isn’t can’t)

3.a (v) Consonant dipthongs (oo, ea, ee, ow, ou, ay, ai, aw, au, ew, oa, (\*\* ie, igh) 3.h Identify/ read 100 sight words

3.a (vi) Vowel dipthongs (oy, oi, ou, ow)

**Learning Outcome:** The student uses letter-sound knowledge to decode written language and uses a variety of word identification strategies.